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ABSTRACT

This report describes ten experiential education programs located throughout the United States. The principal objective of these programs is to improve the self-image of high school and college students through a series of challenging, adventuresome, and success-oriented outdoor experiences. Appreciation of outdoor science education, conservation issues, an historic sense of what early settlers faced, and an attempt to make school exciting also result from the programs. Thistledew Camp, Togo, Minnesota; Operation Breakout, Cedar Hill, Missouri; Discovery Land, Inc., Bryan, Texas; and Project Apollo, Murray State University, Murray, Kentucky enroll the poor and the underachiever. The East High School Seminar, Denver, Colorado, targets itself to a group of 90 racially mixed high school seniors. The Learning/Living Term Program of Dartmouth College, Dartmouth, New Hampshire; Wilderness Workshop, Potsdam State College, Potsdam, New York; and the Survival, Urgency, Recreation, Growth, and Enthusiasm Program (S.U.R.G.E.) of Boston University offer programs for college students. In the Wilderness Environmental Seminars, San Juan Unified School District, Carmichael, California; and the Boulder Valley Institute, Lafayette, Colorado any student is encouraged to enroll. Project directors and official addresses are provided for further information. (DE)

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READINGS IN EXPERIENTIAL EDUCATION

A Compendium of Model Programs

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October 1974

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We are indebted to Dr. Allan Hale, Mankato State College, Mankato, Minnesota, for the use of the majority of the materials contained herein.

Persons interested in a more comprehensive collection of program descriptions should contact Dr. Hale. If you are interested in specific programs, 'contact persons' for each program are listed if they were available.

INTRODUCTION

Ask ten people what their concept of an experiential education program is and one is likely to get ten different answers. While this is not necessarily bad, it should indicate we are yet in the process of "becoming" in experiential education.

One component, however, seems to thread its way through all the programs -- that of controlled stress -- the Outward Bound style. Herein lies the uniqueness -- the essense, if you please, of experiential education programs influenced by the O. B. philosophy.

No one has written more eloquently of the use of controlled stress than Michael Jeneid, Director of Boston University's S.U.R.G.E. program. The following excerpts from "Human Limitations, Judgement and Survival" are reproduced with the author's permission.

Human Limitations - Judgement and Survival

To survive you need food, water, shelter and sleep. Hunger and cold may deprive you of the opportunity for the rest your body demands.

You have to find food and water first, then get out of the wet and cold (or away from the sun) and then you can lie down to sleep. You're going to have to do this for the rest of your life and if the thought ever occurs to you that you might not make it you'll be nudged by some degree of fear. But of hunger and cold there are two kinds: stomach hunger and soul hunger; blood cold and soul cold.

The very idea of failure at anything introduces an anticipatory nuance of fear into peoples' lives. The symptoms of this fear are expressed in many different ways. Among the more obvious, and commonest, are displays of inhibiting self-consciousness delivered in the form of apathy, or, as a counter-measure to this, a display of supposedly uninhibited behaviour. This is, in fact, equally self-conscious. With the first type a poor self-image is involved and with the second, this same dislike of self is being countered with an attempt to achieve either an heroic or a super-cool self-image.

Some people, not too many though, are able to deal with the threat of fear of failure before it disrupts them and they manage this without awkward side effects. These few have a convincing quality of repose...a mark that is often the result of various rewarding confrontations with duress. These people may be said to have excellent self-control. However, for self-control to be excellent it must be understood that to suppress one expression of fear another potential distress must not be invited to supplant it. Control itself must be the means and the end of the problem.

The fear of failure is an insidious fear. It lurks in the background of a person's mind and eventually looms large in the life actions of the victim. At its worst it will develop into a fear of being afraid.

The Crisis of Self-Construction

To survive, whether you need to find food or overcome the fear of being afraid, the first thing you have to accept is the fact that ultimately no-one can help you but yourself.

In Soul on Ice, 'On becoming', Eldridge Cleaver wrote, "I realized no-one could save me but myself." And he was 100% right. Books may get you going and books may reinforce what you're doing, but all the middle work is yours alone... unless you attach yourself to a teacher. But of course, the teacher too is only a particle: perhaps a precipitant guiding you towards the whole being that you will have to construct yourself.

Self-Control

To survive you need the heart to encourage yourself to keep going in the direction you choose (or the courage to change direction). The key is to learn to control yourself without fear so that you don't find other people doing the job for you. This particularly involves recognizing those boundaries that you cannot safely ignore.

The two tools you need more than any other in order to survive are self-awareness and courage. If you develop the heart you will be able to enlarge your self-awareness and generate the necessary courage to gain full and satisfying self-control.

This needs practice in a suitable arena; but it can be learned! Some people learn by luck in a favourable environment as they grow out of infancy and childhood into the adult realization of their potentials. However, most people reach adulthood with less than their full quota of courage and self-awareness. Some of these people eventually teach themselves; others need help.

With self-awareness and courage in hand you get your chance to end the soul searching hunger that threatens your willingness to endure present life stresses. If you are willing to exert yourself enough to develop these two assets you will do more than survive...you will thrive. All the rest: your friends, your books and your teachers are props. They support you and attempt to convince you that you're capable of supporting yourself.

If you miss out on self-awareness and courage you get so close to the chaos of fear that in time you will probably have to receive intensified help. And unless you tackle your fears before they start running you, eventually you will be seen struggling along with the help of a psychiatrist.

The Conversion of Fear

To survive..."How do you make use of fear?" you ask. The answer is that fear generates enormous energy which when harnessed is made to work for you instead of against you.

The most debilitating fear of all is the fear of being afraid; and that is the one that makes a loser out of a person before the chance arises to employ fear/energy. When this happens we see easily demoralized, or disoriented people around us.

"It is this fear of being afraid that we can definitely do something to dispel. We can counter it with information and then put that information into practice.

Fear Under Supervision

To survive you have to start by dealing with your fears, and this can be done in many ways. There are several therapeutic methods: opening doors to the past, bringing to light unconscious motivations, offering behavioural reconditioning.

By approaching the problems of fear from physical angles again and again and again, until a variegated but continuous series of goals are achieved, the student is brought into close contact with success. However slight a skill or small an improvement it is called success. Only non-participation after agreeing to try is called failure.

An excursion from self towards potential and back to self makes a memorable impression. Once potential has been sampled, self as is does not allow complete self-satisfaction. This is because any false premis of inadequacy that can be blown away takes with it a part of the self-conscious poverty of self-image. After one experience of this kind other false doubts can be reviewed and erased.

The most significantly original feature of this experiential teaching is the constant flow of creative ideas relating to what is happening right now to the student; a stimulation, homing the student in on the realization that 'this' experience can be stored and re-applied at another time in another situation.

It is necessary for us to understand that in order to feel really good externally -- we have to feel good in our guts first. To do this we have to play some basic chords in our physiology; chords which have in most people been relegated for supposedly more sophisticated themes in life. But we are primitive. And in order to achieve a feeling of wholesomeness -- we must not be afraid to use and enjoy our primitive wholeness.

Transferable Experience

To survive you should be aware that your brain cannot separate the recording of a stress experienced in simulated conditions from one similar which came to you through chance. It follows that the outcome of a training experience can be banked upon and drawn upon; because it's transferable. It is transferable just as music is transposable.

As in music -- you can transpose by taking a series of notes and by putting them into a higher or lower key, create a different effect without changing the pattern -- so -- with self awareness and courage training you can take the elements of what has happened inside you, rather than the external physical expression of your training experiences, and create a different effect for use in your future.

In this way you make use of the stronger character pattern you developed under training conditions. Your experiences are banked in your brain waiting to serve you. But they do not spill over the counter at you as you hover diffidently in their area. You have to go to the counter and draw on your experiences.

"When you stop verbalizing the gap between where you are and where you'd like to be, and understand that you are as far as you let yourself go -- which means also that in the end you are going to be what you let yourself be!"

TABLE OF CONTENTS

Thistledew Camp. . . . . .Page 8
Operation Breakout. . . . . Page 10
Discovery Land, Inc. . . . . .Page 13
East High Senior Seminar. . . . . Page 17
Wilderness Environmental Seminars. . . . .Page 19
Learning/Living Term Program. . . . . Page 21
Wilderness Workshop. . . . . .Page 23
S.U.R.G.E. . . . . .Page 26
Project Apollo. . . . . Page 28
Boulder Valley Institute. . . . . Page 31

THISTLEDEW CAMP

Star Route Box W-10

Togo, Minnesota 55788

Why Thistledew Camp?

Thistledew Camp sits in the virgin pine and birch forest of the George Washington State Forest, wedged between two lovely lakes. This is the lake country of Itasca County, some 50 miles northwest of Hibbing, Minnesota.

The camp's aim is to build confidence in youth involved in delinquent activity. Most placements are of 16 and 17 year olds, although some younger and some older youths are accepted. Many such youths have fallen into self-perpetuating "failure syndromes." Escape from such syndromes, and from antisocial behavior generally, can come only with the experience of success. Thus, every phase of Thistledew's program is directed toward youths experiencing as many successful experiences as possible during their residence at the camp.

The Thistledew treatment plan is intensive and short--about three months. During this period, youths are involved in school, work, hobby classes and recreational activities, depending on their interests and needs. About a third of the time is devoted to Challenge, a high adventure, wilderness survival program modeled after well-known "Outward Bound."

What Is The Education Program?

Thistledew provides educational resources for youths at all levels of academic readiness, but is especially equipped to handle the needs of "underachievers." Certified teachers work with youths who are at least three years behind in their math, reading and writing skills. Other students work toward preparation for their high school equivalency exams (GED) or are given coursework in such areas as science, art, small engine repair, photography, crafts, taxidermy, construction work and basic cooking.

Programmed learning and individually tailored curriculums are used. School attendance is mandatory, with most youths in school from 12 to 20 hours weekly. Three teachers and a teacher's aide are employed by the camp.

What Is The Work Program?

The work program is oriented toward short, meaningful projects permitting youths to develop a feeling of accomplishment from seeing results of their efforts. Typical projects include maintaining camp facilities, and deer and duck habitat, building snowmobile shelters, and trapping and marking animals for research projects.

What Is The Recreation Program?

Recreational activities are geared to the seasons. During warm months, there is fishing, canoeing, swimming and boating. In colder weather, there is ski-

ing, skating, hockey, broomball and ice-fishing. The gym is equipped to handle basketball, volleyball, ping-pong and pool and is open evenings and weekends. Occasionally basketball and softball games are played with other teams from the area.

What Is "Challenge?"

Challenge is a year-round outdoor program involving physical training, camping and wilderness travel which makes use of the natural environment as a laboratory for confidence building.

The first phase of Challenge involves training and general conditioning -- including the use of an intricate obstacle course, long runs and other exercises. Technical training is also provided during this phase -- including instruction in the care and use of equipment and basic wilderness techniques.

A second phase involves actual expeditions. The type of treks used are geared to the seasons of the year. Trek travel involves the use of canoe, backpacking, cross-country skiing, and travel by snowshoe. Rock climbing is also involved in this phase. All of the expeditions are planned to be rugged and difficult -- in order to build self-confidence.

Then there are the days of "solo" -- camping alone in an isolated area for three days and two nights. One must cope with everything from biting insects in summer to arctic cold in winter. One experiences loneliness, hunger and cold -- but also learns how to handle these problems in a self-reliant manner. The Solo camper is on his own and he knows it. But when Solo is over, triumph is also his alone.

Completion of Challenge marks the climax of the Thistledew Camp experience. The final evening for campers is reserved for graduation. At the ceremony, the youths' handshakes seem to be a little firmer, and their heads seem to be held a little higher than when they first came. At Thistledew they have had the opportunity to experience the important feelings of success -- feelings that should carry over into their daily lives once back in their home communities.

OPERATION BREAKOUT

Box 550, Cedar Hill, Missouri 63106

Many children get in trouble and stay in trouble with the law and society because they have a poor self-concept -- they dislike themselves, they have a self-hatred.

The principal objective of Operation Breakout is to improve that self-image through a series of challenging, adventuresome, and success orientated outdoor experiences. It is hoped that with improvement of self-image, others can help the young person build a satisfying and productive life. Perhaps Operation Breakout can be compared to an ignition system of a car. It can start the car, but it cannot keep it going. Its presence helps sustain the motion of the automobile.

It seems that in order to accomplish the major objective of the program, every effort must be made on the part of the staff to provide victories for the participants, and to make understandable the defeats. We should be conscious of not paring away from the victories.

Other goals seem possible as a result of the program:

For many, the accomplishments of the program seem impossible. "Me! Climb that? Jump off the tree? Jump off the mountain? Impossible!" Yet most of them do it. The "impossible" becomes possible. Many might learn that other things they thought impossible might be possible.

Many learn that things go more peaceably when the group works together.

Many learn that their failure is their own. It can be a source of great growth for a person to accept responsibility for his own failure. "It's just me and the mountain."

Students in the program can find healthy models for behavior in the instructors and assistants.

Students can be turned on to healthy and wholesome recreational interests, and outdoor and survival skills can be taught.

Stress Challenge

Operation Breakout - Proposed Six Week Program

Pre-Program: At least two interviews with each member prior to the start of the program. The purpose of these interviews is to inform the participant of the nature and difficulties of the program and to start on the preparation of the participant's life script. The life script is an important part of therapy.

Day 1	pick up rope course group course collect personal equipment	zip wire compass course
2	mile run completed tasks unfinished on day 1	group therapy
3	mile run group therapy ecology	rope course for time first aid
4	same as day 3	
5	overnight Meramec float	Greensfelder caving
6	continue float	group therapy mile run first aid ecology group course for time
7	group therapy mile run group course for time	first aid ecology overnight Meramec float
8	Greensfelder caving	continue float
9	group therapy ecology pack	mile run first aid leave for furlough
10	furlough	
11	furlough leave for first expedition	

	Division A (two groups)	Division B (two groups)
12-15	Jack's Fork Hike and caving	climbing caving tubing: St. Francis
16-19	climbing caving tubing: St. Francis	Jack's Fork Hike and caving
20-22	Float trip to Big Spring	

Day		
23-28	Mark Twain trek and solo	
29	marathon therapy	return to Darrow Hall plan final expedition begin furlough
30	furlough	
31	furlough	
32	return to Darrow Hall therapy rope course/group course mile run prepare for final expedition	
33-41	final expedition	
42	check in equipment group therapy final marathon banquet, films, and awards	

Post-Program: For the six weeks following the program, therapy sessions will be held weekly for three weeks.

The first aid listed in the program will be a basic American Red Cross first aid program so that each participant will obtain his first aid certificate. Special emphasis will be made on areas pertinent to living in the outdoors.

The "ecology" listed in the program is a "catch-all" to include cooking, building fires, building shelters, sanitation in the wilderness, projects, and films and instruction on man's relationship to his environment. Projects could include such things as: lake study, building traps, wilderness showers, personal back packs, kayaks, etc.

DISCOVERY LAND, INC.

P. O. Box 813, Bryan, Texas 77801

Jim Kavanagh, Director

Discovery Land is a total program, designed to challenge the problem boy into taking pride in himself -- into a willingness to work with others -- and into developing a sense of responsibility and independence. These qualities, which are so essential in making a successful adaptation to today's society, are found to be deficient in most boys with emotional problems.

At Discovery Land, incentives are provided to develop these attitudes through a planned combination of hardship, team work and high adventure. Through this program, the boy is led to "discover" himself -- a treatment approach which has proved to be successful with thousands of problem boys.

Both social and academic failures fall within the scope of the Discovery Land program. While recognizing that outward manifestations of problem behavior are merely symptoms of deep-seated emotional problems, we list the following examples of behavior patterns which past experience has demonstrated can be modified by this type of therapeutic program:

1. Dropping out of school
2. Persistent lack of success in school despite normal intelligence
3. Drug usage
4. Delinquent and aggressive types of antisocial behavior, including those which come into conflict with the law
5. Passivity -- the so-called "misfit"
6. Authority-related problems
7. Difficulty in relating to peers
8. Lack of male identification

The history of this type of therapy has proved that the behavior patterns of a vast majority of boys can be modified to the extent that they can return to their former environment and make a satisfactory adjustment. These same records show that, in many cases, the deeper emotional problem is brought to the surface and faced openly by the boy involved before leaving the program.

Even boys without social or academic problems can benefit from the tremendous sense of achievement and the new outlook on life learned through this active program.

The key element in the program is the group. As each boy enters the program he is assigned to a group, consisting of nine others in his age range and two counselors. This group lives together, twenty-four hours a day through all seasons, in the wilderness. The group builds its own shelters, cooks its own meals, and plans its own activities.

Thus, in the first step, the boy is removed from the environment of his previous failures and from any pressures which may have contributed to these failures. He is now a member of a new "social order", the group, and -- sooner or later, depending on the boy and the complexity of his problem -- he becomes an integral part of his group. Sooner or later, each boy develops a pride in his group, which is the first step toward a pride in oneself.

Here in this primitive setting, the boy can see the immediate cause and effect of behavior. Team work and responsible living mean a comfortable campsite, good meals, and adventure. Irresponsible behavior leads to the opposite.

In developing responsible behavior, peer pressure plans a large role. For example, if one boy should refuse to take his turn in cooking a meal, nine other hungry boys are strongly motivated to help this particular boy understand and accept his responsibility.

This peer pressure is particularly useful in the "problem session". A problem session occurs the moment that any type of conflict, misunderstanding or disruption to the routine occurs. The entire group sits down wherever the boys may be. This session takes precedent over all other activities, including meals and bedtime, and can last anywhere from a few minutes to hours. It ends only when the group has arrived at a solution with which all members can live. At the outset, the group defines the problem at hand, and then, with all members having their say, it continues until a resolution has been reached and steps outlined which should be taken to avoid a repetition of this particular problem.

The Discovery Land program is goal-oriented. A vital part of this goal setting and evaluation comes with a nightly rap session around the campfire. It is here that each member of the group can speak his feelings freely. The group attempts objectively to evaluate the day past. They ask themselves if the goals for that day have been achieved and discuss the reasons for their answer. They consider whether they have learned things today which can be used to make tomorrow better. They set their goals for the following day.

One of the secrets of the success of the group program is that, in such a small isolated unit, it is impossible for any boy to hide or cover up his feelings and attitudes for long. This leads to many frank and honest discussions. Each boy is urged to verbalize and understand his feelings, and to come to terms with himself.

The base camp for Discovery Land is located on a wilderness tract east of Bryan, Texas, in the middle of a triangle formed by Dallas, Houston, and Austin, but the Discovery Land program reaches out to wilderness areas across the United States. It is a mobile program.

As soon as a group has solidified and is functioning at a responsible level, that group begins planning for its first trip. This may be a two-month canoe trip through the lake country, a raft trip down a river to the Gulf, a mountain climbing or back-packing trip into Colorado or New Mexico, or a bus trip to historical and educational spots around the Southwest. On such trips, the group travels in a small, modified school bus that is outfitted for extended travel.

The key, again, is responsible planning. Before a group leaves, goals for the trip must be developed, the itinerary is planned, the intended area of travel must be researched, food for all meals must be planned and ordered, and all gear must be checked. Only when these things have been accomplished is the group given the green light to embark.

The excitement and adventure, inherent in tripping, invariably pulls a group together and helps to instill in the members a feeling of security and group pride which is necessary for genuine concern for one another. Each member returns to base camp with a new sense of confidence in his own ability to face the challenges of life. After a boy has scaled a 14,000 foot snow-covered mountain, he will not be likely ever again to accept failure without a struggle.

Education at Discovery Land is life wide. Boys learn by doing and experiencing things first hand.

In our society, we tend to have the misconception that, in order for a boy to learn, he must be in a classroom with at least 29 other youngsters, a teacher, a blackboard and books. At Discovery Land, a boy learns English, history, geography, mathematics and the sciences because he sees an immediate need for this knowledge.

Leading educators have stated that boys in the type of setting offered at Discovery Land learn more than youngsters who are confined to the classroom.

Parental involvement is essential for the success of the program. It is vital that the parents, Discovery Land, and the boy work as a team with the common goal of helping the boy return home as a responsible and responsive person.

When a boy is referred to Discovery Land, a first conference is held with the boy's parents or guardian. This meeting can be held at Discovery Land headquarters in Bryan, Texas, or at the boy's home if more convenient. It is the responsibility of the parents to secure a recent physical examination and a report by a psychologist or psychiatrist on their son.

Evaluation conferences are held with each boy and his parents every two months to review his progress. (Additional conferences will be scheduled when needed.)

When not on a trip, arrangements can be made for the boy to visit home. The purpose of this visit is to give the boy an opportunity to try out his new living skills back home. Individual and group sessions are also held with the parents. Monthly reports are made to the individual who referred the boy to the program.

Boys between the ages of ten to seventeen without major physical or intellectual handicaps are eligible for placement in the Discovery Land program. Exceptions to these age limits may occasionally be made if, in the judgement of Discovery Land, the boy will fit into the program.

EAST HIGH SENIOR SEMINAR

1545 Detroit

Denver, Colorado

Director: Emil Ziegler

For about 90 seniors at Denver's East High School, the hallowed halls of their school days won't be quite the same. The classrooms they'll look back on fondly won't be the typical four-walled boxes, painted the usual eye-ease green. Instead, they'll remember a raft on the Green River in Dinosaur National Monument, a hogan on the Navajo Reservation in Arizona, a mountain top in Mexico, or a smoke-filled room in the basement of the Colorado State Capitol.

That's because the students are part of East High's novel Senior Seminar "designed to move education out of the classroom into the real world." The free-wheeling seminar seeks to do away with the typical 45-minute class periods which limit--and sometimes stultify--students. It seeks to make school exciting--for young Blacks as well as Anglo kids, for potential dropouts as well as students heading toward college. And it seems to be working.

One of the goals of the program is to reduce racial tension at the heterogeneous Denver High School. The students are carefully chosen according to their academic ability, race and sex. About half are bright kids, bound for college; half are having academic difficulties or attendance problems. Half are from minority groups; the rest are Anglo. And the 93 students are about evenly divided between boys and girls.

The students have been split up into groups of 12 or 13. Like the total enrollment of the seminar, the individual groups are "totally heterogeneous", Spillman says--a mixture of minority students and Anglos, of bright students and "target" students. "We've isolated the kids from their normal cliques."

Each group becomes a new clique and stays together as it moves through the program. Group unity is encouraged. Ideally, the students will learn to solve problems by working together harmoniously. And, in doing this, new leaders will emerge from within the group--sometimes from unexpected quarters.

The teachers work in teams, a full-time East teacher pairing off with a student teacher from the University of Colorado. Supplementing this teaching force are education students from CU who help tutor the target students individually.

Academically, the program is divided into seven "modules" or areas of study, covering everything from the primitive (in the "Navajo Culture" module) to

to the complex (a module on "Space Technology and Man"). Other units are devoted to the urban arts, politics, Hispano culture and problems, urban design and the Green River. Each student takes five of the units, with the teachers assessing the quality of his work, unit by unit. The credits he receives are equivalent to the academic credits received by other East students enrolled in traditional classes.

Finally, oneof the key features of the seminar program was the Mexico trip--an Outward Bound-like experience which all of the students went through early in the semester.

The Colorado Outward Bound School is one of the principal backers of the seminar. The Outward Bound approach to education--pitting teen-agers against the environment and letting them discover their own capabilities--is one of the models for the East program. Students are taken out of the sheltered classroom and dropped into another environment, another culture.

This was particularly true during the trips to Mexico, which all of the seminar students took. Outward Bound facilities and instructors near the town of Bahia Kino on the Gulf of California were made available to the East pupils. There they were run through an abbreviated Outward Bound Course.

For many of them--particularly those who have little idea of what lies beyond the confines of their Denver neighborhoods--it was an eye-opening experience. As one student, Chardele Robert, 17, of 225 Monroe St., later tried to describe it in the high school newspaper:

"In eight days we saw the ocean, swam in it and washed in it, built fires by it, slept by it, and ran along its shores. We also climbed a mountain range; some camped at the highest peak. Some learned how to dig for clams."

The Navajo Reservation experiences, the trips to the San Luis Valley in southern Colorado to study the lives of the migrant workers--these parts of the program, as one of the students put it, "give you a chance to relate to another culture."

But you're relating to *yourself* in the wilderness in Mexico."

And this is why, when graduation rolls around on June 1 and *Pomp and Circumstance* fills the air, it will be a special time for some of the senior class at East--an *extra* special time.

WILDERNESS ENVIRONMENTAL SEMINARS
San Juan Unified School District
3738 Walnut Ave., Carmichael, California 95608

Purpose of the School

The purpose of the school is to extend outdoor science education to conservation issues facing voting citizens of today and the future and to provide instruction in American mountaineering as a carry-over sport.

The mountains can be reached in all seasons. They offer a fighting challenge to heart, soul, and mind, both in summer and winter. If throughout time, the youth of the nation accept the challenge the mountains offer, they will help keep alive in our people the spirit of adventure. That spirit is a measure of the vitality of both nations and men. The people who climb the ridges and sleep under the stars in high mountain meadows, who enter the forest and scale peaks, who explore glaciers and walk ridges buried deep in snow -- these people will give their country some of the indomitable spirit of the mountains.

Furthermore, the purpose is to teach survival techniques and methods and make the student more self-reliant in different environments, both physically and psychologically.

Location of Camp Arcade

Camp Arcade is located three miles south of Soda Springs, California, off Interstate 80 in the High Sierras east of Sacramento.

Who May Attend

High school age boys and girls who have passed their 13th birthday, college students, and the public-at-large, who are physically fit, are eligible to attend. Five high school credits or two college credits may be earned by attending any one of the ten-day sessions upon proper completion of the registration form.

Mountain Environmental Study and Survival

For those that have lived in the wilderness for a time, to go to the mountains is to go "home."

Unless you have crossed the alpine meadow and seen the fawn playing in the morning sun or gazed at the lofty peaks creased with snow -- you have not lived.

A ten day seminar on wilderness survival will teach participants to be self-sustaining under the varied conditions of our mountain regions. How to recognize and prepare edible plants, how to obtain water, and otherwise take care of man's five basic needs under primitive conditions will be taught.

Subjects that will be covered include:

1. Construction of warm shelter.
2. Psychological aspect of being "lost".
3. Prevention of dehydration.
4. Primitive outdoor cookery.
5. Setting traps and snares.
6. Avoiding exhaustion.
7. Edible wild plants.
8. Primitive fishing techniques.
9. Use of map and compass.
10. First aid in the field.

Seashore Environmental Study and Survival

There is a saying among the coastal Indian tribes in the state of Washington that "when the tide is out, the table is set". This is as true today as it was in the days of old.

The seminar will consist of two days academic training in the form of lectures, demonstrations, and motion pictures. This introductory training will be held in one of the lecture halls within the district for seashore survival. Students will then be transported by bus to a rugged stretch of the California coast where they will be taught the art of seashore survival.

Subjects that will be covered include:

1. Improvised fishing and fish traps.
2. Edible shell fish and mollusks.
3. How to obtain drinking water at the seashore.
4. Use of the solar still.
5. Use of desalting chemical.
6. Dehydration.
7. Food Preparation.
8. Edible plants and fungi including seaweed.
9. Shelter construction.
10. Making a fire.

Food in the Field

In the field, the student may have the choice of living off the land or taking issued dehydrated food and living off the land for one day and out of the pack on alternate days.

Wild food will consist of a wide variety of edible plants and fungi, fish, reptiles, and small animals caught in traps and snares.

One of the objectives of this training is to teach the student to be completely self-reliant under various circumstances.

LEARNING/LIVING TERM PROGRAM
Dartmouth Outward Bound Center
Hanover, New Hampshire 03755

This term long program involves ten students in existing academic courses, a group living experiment on campus, a local service project, and personal and group experiences which incorporate Outward Bound.

Academic Courses

Students enroll in three courses currently offered by Dartmouth faculty. One core course is taken by all participants in order to promote a common academic focus and greater contact with the instructor outside of the classroom. The core course will vary each term. It is suggested that a second course be chosen from a list of courses recommended for their relevancy to the understanding of Outward Bound and the other experiences of the term. The selection of a second course is not always possible. The third course is an elective to satisfy major or distributive requirements. All academic work is completed in normal fashion.

Residential Requirement

Ten students are selected from applicants to ensure as heterogeneous a mix as possible. During the term the group lives together in a residence on campus. The setting is appropriate for an experimental course in human relations which encompasses eleven weeks of shared experiences. The residential setting fosters: person-to-person interaction, the experiences and study of group life, discussions of academic course material, inclusion of faculty members and others in the larger community within informal discussions, a greater integration of course material within everyday thinking and action, a greater integration of Outward Bound experiences within everyday life, and an impact on the larger residential community by offering an alternative model to on-campus life. An Outward Bound instructor lives in residence with students as a resource for certain activities, an interpreter of experiences, and as an "energizer."

Wilderness Segments

The program begins during the vacation period preceeding the term with a ten-day wilderness experience based on Outward Bound. During the term there is a second wilderness segment of five days, comparable to the final expedition on a standard Outward Bound course, and a solo of three days and three nights. The maximum amount of class time missed through scheduled program is three days.

Skill Acquisition

During scheduled sessions students participate in activities which help build self confidence and the sense of accomplishment. These activities are also

needed for development of technical competence associated with Outward Bound; for example, a first aid course, a drownproofing course, making snowshoes, or building a kayak. Certain activities such as first aid may be required. Other activities such as rock climbing, kayaking, or touring will be optional. Also, a regular regimen of physical fitness conditioning is expected of participants.

Service

A service commitment takes place in local communities. Students provide much needed staff assistance in outdoor recreation/education programs for area elementary school children designated by the Mascoma Outreach Program of the Mental Health Center. This service project complements programs currently underway in Mascoma.

Outward Bound History and Philosophy

Throughout the term students encounter and discuss the Outward Bound philosophy. Occasionally resource personnel are included from Outward Bound, Inc., Outward Bound Schools, and schools and agencies adapting Outward Bound.

WILDERNESS WORKSHOP

Potsdam State College, Potsdam, N. Y.

Jonathan Fairbanks, Director

2124-ENG-320: The Wilderness in American Literature (3 credit hours)

The Program

Purpose

The purpose of the Workshop is to offer undergraduate students physical and intellectual contact with a major aspect of American literature and history: the wilderness experience. The course is five weeks long; the first three and one half weeks are an independent study period spent off campus during which the student reads all the prescribed texts. The field period constitutes the last ten days of the course, and this period is spent with the Workshop instructor in a remote area of the Adirondacks where many of the principles and techniques of the Outward Bound program will be used to expose the student to the many facets of the wilderness.

Students will learn techniques in map and compass orientation, survival, campcraft, river fording, rock climbing, rappelling, and general mountaineering. Periods of intense physical activity will be followed by periods of reflection, at which time the student can review his reading, write in his journal, and participate in discussions held in the field.

Specific Objectives

a. To acquaint the student with writings dealing with the wilderness from a literary, historical, anthropological, and ecological point of view.

b. To provide the student opportunity to share with his fellow students and his instructor his responses to these writings and his response to the physical experience of the wilderness.

c. To provide opportunities for students to become aware of the simple requirements for sustaining life (food, clothing, shelter) in contrast with the seeming multitudinous demands of a technological world.

d. To provide the students with an historic sense of what the early American settlers faced in New England and Virginia.

e. To provide the students with rigorous and exciting challenges of a physical nature during which they can observe themselves in a fresh and revealing manner (rock climbing, rappel, solo period, etc.), thereby sensing more acutely the feelings of those who have written on the wilderness.

f. To provide a sense of intense community often possible only under adverse and rigorous circumstances, as expressed in much of the wilderness literature.

Requirements of the Workshop

a. A preliminary examination on the reading at the end of the guided reading period.

b. The keeping of a daily journal by each student during the period in the field. The student is expected to record his observations, insights, and reflections both of the physical experience and the ideas arising from the reading.

c. A final examination in which a student is expected to summarize and interpret what he has read, discussed, and experienced.

Reading Material: Approximately eight books will be read in the Workshop. Below is a tentative list of readings from which most of prescribed texts will be chosen:

Literature

Henry Thoreau, Walden (any unabridged edition).

Jack London, Call of the Wild. "Love of Life", "To Build A Fire", (all included in the Signet Classics edition of Call of the Wild, 50¢).

William Faulkner, "The Bear" (Skip part 4 in the story).
(This story is one of three in Three Famous Short Novels by Wm. Faulkner, Vintage Books, $1.95).

James Dickey, Deliverance (Dell, $1.95).

Ernest Hemingway, "Big Two Hearted River", Parts I and II (Included in The Short Stories of Ernest Hemingway, Scribner's, $3.95).

History

William C. White, Adirondack Country, (Knopf, $7.95).

Alfred Lansing, Endurance: Shackleton's Incredible Voyage (Avon, 60¢).

Harvey L. Dunham, Adirondack French Louis (Adirondack Yesteryears, Inc., 10 Dorsey St., Saranac Lake, N.Y., 12983; cost including postage and N.Y. sales tax: $8.80; only this hardback edition is available, but it is worth it for the old-time photos alone).

Anthropology

Loren Eiseley, The Immense Journey (Random, $1.95).

George Gilder, "The Suicide of the Sexes", Harper's Magazine, July 1973.

Ecology

Aldo Leopold, A Sand County Almanac (Ballantine, 95¢).

Schedule

The course, which is divided into two parts, will be offered twice during the summer. The reading period is conducted off campus; the field period begins and ends in Potsdam.

Matters Bearing on Your Application

1. The course is limited to fourteen students per section (seven men and seven women), so to insure a place in the course, early application is advised.

2. All applications must be accompanied with $50 deposit payable to "Potsdam Development Fund." Earliest applicants will secure places in the Workshop; once the Workshop is filled, the next group of applicants will be given stand-by status. If a student is accepted in the course and subsequently decides to withdraw, $15 will be deducted from his deposit to cover administrative costs in handling his application. The balance of the tuition and fees ($245) is due by June 1, and if not received by that date, the College assumes the student has decided to withdraw and will return that student's deposit, minus $15 to cover administrative costs in handling his application. The student at the highest point on the waiting list will be immediately notified of a vacancy, and so on, down the line. Applications that are too late for admission to the course will have the deposit refunded in full.

3. All applications must enclose a statement by a physician stating that the student has passed a medical examination.

4. All transportation, lodging, food while in the field, equipment (other than personal clothing) are covered in your tuition and fees. After receipt of your application you will receive a recommended list of clothing to bring with you. You will need some pocket money for meals while in Potsdam (a day at the start and a day at the end of the field period).

A Personal Note From Your Instructor

If you fish, by all means bring you gear (and a license): some of your fellow students may never have seen a trout, let alone tasted one cooked on the coals a half hour after being pulled from Otter Creek. Bring anything else along so long as you are willing to carry it and it doesn't make noise (e.g., a transistor). If you play a flute or a recorder, bring it. If you have something in the order of a voice, bring that too -- see if you can outsing the owls. If you have a book on flora or fauna or the stars, bring that too.

Come prepared to experience something both strenuous and exhilerating, something new and perhaps fearful, but also something wondrous and delightfully familiar. Whatever we do, we will do together: strength grows in community and experience expands when it is shared.

S.U.R.G.E.
Boston University
775 Commonwealth Ave.
Boston, Mass. 02215
Michael Jeneid, Director

We have a survival and self-orientation program called S.U.R.G.E. at Boston University. It has been described as "knowledge translated into action through specific outdoor skills."

All students, faculty and staff may participate...as well as the public...

The emphasis is on self-knowledge gained through challenging experiences. The skills we teach are units of know-how that can become transferable references. In other words we coach you into a position of strength in order to encourage you to cope under stress in any limited situation. We do this thing together many times. It is likely, if you are willing, that having learned to overcome one obstacle you can make the necessary connection in your mind to deal with a different stress, unsimulated and unprotected by an instructor.

The letters S.U.R.G.E. spell out Survival, Urgency, Re-creation, Growth and Enthusiasm.

Cross-Country Skiing (5 Days)

There are two courses. A five-day wilderness journey in the Green Mountains or Lower Catskills, and a five-day residential clinic teaching the beginner and upgrading more competent skiers. (Our C.I. is a certified professional Ski Touring Instructor).

Kayaking (5 Days)

This is a semi-residential course; there will be at least one night out camping on an off-shore island. Personal safety and control of the kayak in still water, flowing water, white water and the open sea are the aims of this course.

Rock Climbing (5 Days)

The famous Shawangunk ridge is the site for the residential, technical climbing course. This is the real thing...it is not a scrambling course. Students are taken through every stage of the safety procedures that will allow them to commit themselves to climb.

Rafting and Backpacking (5 Days)

This course is in the fall. It takes you over Mt. Marcy to Lake Tear of the Clouds, the first holding water of the Hudson River. We included it as a less technically difficult project which is none-the-less rather strenuous.

Hudson River Reconnaissance (24 Days)
(Summer School)

This is a unique expedition opportunity. A walk in the high Adirondacks brings you to the source of the Hudson. You then follow the river by rafting, canoeing and kayaking all the way to lower Manhattan Island. It is in the summer only and carries six graduate credits from the School of Education. It costs $465.

Students from other universities can apply to take these courses for independent study.

Teachers of any description are particularly invited to experience our courses. High school teachers can arrange independent study or group projects for their students, girls and boys, especially during school vacations.

Alumni

To alumni of the university, we extend an opportunity to do a course that was not available to you in your time as a student here.

Students

By agreement with instructors you may arrange to make up work missed while attending a "SURGE" course.

Self Protection

First aid, water safety and total awareness of any action and its consequence are a definite part of these courses.

Equipment

We provide all the necessary equipment for all courses, except your basic clothing, boots and toilet gear.

Participation

Precludes use of alcohol, dope and tobacco.

Areas

We use the New Paltz, N. Y. Shawangunk ridge for climbing and skiing; the Green Mountains in Vermont for skiing; the Adirondacks for walking and rafting; the Esopus and Wallkill Rivers for kayaking close to New Paltz and Long Island Sound for sea kayaking. The crafts courses are at New Paltz.

PROJECT APOLLO
Box 3277 University Station
Murray State University
Murray, Kentucky 42071

Purpose

The purpose of Project Apollo is to provide an intensive stress-challenge outdoor learning experience designed to solve realistic existing problems and thereby meet the needs of Upward Bound students and staff. These problems have been identified as a lack of opportunity to participate in A) experientially based educational experiences, B) the building of positive self concepts, C) acquisition of outdoor skills not ordinarily available, and D) classes under instructors skilled in outdoor experiential learning and resourceful enough to implement its transfer to the classroom.

Project Apollo - A Stress-Challenge Approach to Experiential Learning

Project Apollo is a national demonstration project funded through a grant from the office of Student Assistance in HEW. Apollo is an outdoor curriculum enrichment program for Upward Bound, a program designed to help youth from low income families achieve a college education.

The program utilizes 430 high school students and 70 faculty members from existing Upward Bound programs from universities in 18 states extending from Wisconsin to Florida. Ethnic group distribution of participants is 30% each Black and Caucasion and 20% each Native American Indian and Spanish surnamed.

Both faculty and students participate on the same level. This serves to break down barriers to learning that exist in the normal classroom situation and both student and teacher return to their locale with a new found awareness of each other and a much better "grip" on the experiential learning process.

Something marvelous happens to both teacher and students when confined to small group trail living for a period of 10 to 15 days and nights. Sometimes the teacher teaches and sometimes the teacher learns. But, more importantly, the teacher views the student as a person and each becomes genuinely concerned about the other. Our experience shows that the longer the group is out, the more cohesive it becomes. Students view their teachers in a different light when they realize they experience common humanistic traits such as sore muscles, blisters, loss of temper, need for advice, and of all things, a first name.

By discarding the tradition of education as a regimented classroom exercise, the student produces a more receptive attitude toward himself primarily because of the "adventure" type methodology and being in the actual "outdoor" environment. Students return to their classrooms more awakened to learning with a new found confidence with which to achieve their academic potential.

Each series consists of two instructors trained in every phase of the activities and ten students chosen to reflect the sexual, urban-rural, and racial-ethnic make-up of the Upward Bound projects represented from throughout the Eastern United States. Additional supportive services are proveided by personnel from the Tennessee Valley Authority and Murray State University. A total of 500 students and/or faculty are served annually.

Location

With the cooperation of the Tennessee Valley Authority, all program activities take place in the 170,000 square mile national recreation area, the Land Between the Lakes (LBL). This vast outdoor laboratory is strategically located 15 miles from the Murray State University campus. This isolated semi-wilderness lends itself perfectly to a multitude of physical, emotional, and educational activities.

Structure

Project Apollo is structured around the academic year of sending schools, utilizing weekends and vacation periods with the longer and more extensive series reserved for the summer. The "series" in capsule form are:

Poseidon Series

Fourteen (14) day canoe trip covering over 80 miles dealing primarily with water based activities including drown-proofing, sailing, scuba, skin diving, angling, pull boating, map and compass, etc. Nightly and midday camp stops lends itself to other disciplines including caving, the entire campcrafter series, aquatic and field biology, conservation, ropes and obstacle course, forestry, social studies, creative writing, wildlife, field chemistry, astronomy, etc.

Hermes Series

Fourteen (14) day hiking adventure covering over 40 miles dealing primarily with land based activities including fire craft, foods and outdoor cooking, camp tools, lashing and knotting, backpacking, gear and shelter, orienteering, rock climbing, rappelling, survival skills, caving, etc. Daily programs include chemistry, aquatic and field biology, water purification, geology, astronomy, obstacle courses, etc. Enough waterfront contact is made to insure incorporation of at least canoeing and portaging, pull boating, and other limited aquatics.

Athena Series

The most flexible and direct of the series to utilize weekends. Consists of thirty sections of two day exercises during the school year with a curriculum drawn from the larger summer series.

Objectives and Evaluation

Project Apollo has four (4) primary program components and corresponding objectives.

1) Experiential Outdoor Education

The objective of this important component is a 70% increase in academic approaches exposure and on-site achievement as measured by pre and post-testing. Measurable results on the first 187 participants are indicating positive growth rates in the academic areas of up to 62% increase in on-site achievement.

2) Human Potential Development

Through the involvement of stress-challenge activities such as climbing, rappelling, initiative problems, caving, endurance marathons, obstacle courses, and group dynamics, the students explore their own self-concepts, awareness, concern for others, values, attitudes, and feelings. Emphasis is placed on positive reinforcement and value clarification.

Students are presented with a series of progressive and seemingly impossible tasks and asked to master them. During debriefing sessions these problems are treated as symbolic to obstacles in everyday life and are the crux of phenominal growth patterns in such areas as confidence, autonomy, self-imagery, interpersonal adequacy, etc. This has been our most productive component with over 90% of the participants showing positive growth factors in 10 of the 13 factors as measured by the "How I See Myself" pre and post-test.

3) Resource Training

Faculty from sending schools are asked to construct a mini-project with like objectives and activities as in Apollo for use in their individual locale upon their return, thereby enabling the participant to return to his own locale as a resource person for implementing expanded experiential education. The resource training is deemed successful if 90% of the faculty complete their assignment of one mini-project construct by the seven month follow-up evaluation interval.

4) Outdoor Living Skills

The outdoor skills activities are set up to enable the student to function competently in a wilderness environment. The emphasis is not on meeting nature as a foe to be conquered, but rather on compatibility with nature through understanding, appreciation, and awareness.

BOULDER VALLEY INSTITUTE

10364 Arapahoe
Lafayette, Colorado
80026

Rationale

"An Alternative in education that speaks to the whole person" is a cliche often used to describe such programs. We regard ours as a supplement rather than an alternative, and we do not presume to know what a whole person is or could become. But our program does address the widely recognized criticism of our youth: that traditional aims and methods of education respond incompletely to their contemporary needs.

Many educators recognize such needs but are unable to respond to them because of limitations imposed by their school's location, its budget and facility, its tradition and accreditation. As an enrichment program, intentionally free of these limitations, it intends to supplement and complement educative experience that bears those responsibilities.

What is the source of these needs and how do we propose to address them?

Historically, the primary aim of formal education was intellectual development. The family, the church, and the secular community appealed to the development of other modes of perception such as the senses, the emotions, and the intuitive faculty. The effect and influence of these institutions has changed and schools have steadily inherited greater responsibilities for child development. This is particularly true where life aims and meaningful directions are concerned. Young people, struggling for identity and orientation, become discontent with educational institutions which have not yet adapted to their new cultural responsibilities.

But why haven't they? Vicarious and symbolic experience played a much larger role than actual experience in traditional educative techniques of intellectual development. These techniques make only indirect appeal to other methods of perception. Our youth are aware of this and education today must confront the needs of a generation clearly determined to preserve these other modes of perception and live more directly in touch with reality through them. These needs are not imaginary. It is through feeling and intuition that one grasps a sense of life's meaning and purpose. Faith in existence is not a concept but a feeling.

Experiential education tends to preserve a sense of self that keeps alive these "organs" of perception. The kinds of experiences which we believe best achieve this are those which respond to the simple, basic needs of man--food, shelter, transportation, and communication. In our program all students will farm, build, learn to repair automobiles, and communicate their experiences.

Of equal importance, our academic program intends to expose students to their place in history, with special emphasis upon themes of initiation from boy to man, girl to woman. This is done with the conviction that rites of passage are absent in our culture. The trend of civilization indicates that this responsibility of maturation is less and less that of any institution and more and more the responsibility of individual initiative.

Facilities and Location

Located on an eighty acre farm, the Boulder Valley Institute is ten miles east of Boulder, Colorado and the Rocky Mountain front range. The land continues to function as a farm while a variety of additional facilities have been developed to foster an enriching educational experience.

Living accommodations for students are large log cabins which combine a rustic feeling with modern convenience. A community dining hall is located on the southeast corner of the property. It has been designed to create an intimate, family type atmosphere. The land itself continues to preserve a natural environment attracting various bird and animal species. A panoramic view of the snow covered continental divide lies at our west. To the east, rolling plains are devoted to farming and grain production.

Like our neighbors, we devote a large portion of our acreage to hay production. Students will participate in the operation and the maintenance of farm machinery used in the hay harvest. The extensive organic vegetable garden gives us fresh food as well as an opportunity for the experience of producing our own means of sustenance. Development of a livestock program and a hydroponic greenhouse are planned.

The principal aims of our program are:

1. To awaken in the student the natural urge to become productive and to take joy in pouring his energies into the world.
2. To help shape a perspective which regards the productive process as an elemental source of one's sense of meaning.

To achieve these ends, our program is designed so that the direct and symbolic experiences are not separate but complementary. Each student will participate in both a core experiential program and core academic program, as well as having a wide choice of elective courses and off-campus experiences. Before leaving the Institute, students will have the opportunity to experience activities responding to the basic needs for food, shelter, mobility, and communication. Students will discover themselves capable of producing from the land, constructing a building, repairing an automobile, and making a film. To complement these experiences, academic inquires will demonstrate the potential satisfaction derived from such efforts. Further, these inquiries will focus on the exciting possibilities of exerting one's productive capacity in a time when our world can no longer afford the denial of such potential.

Mornings will be devoted to the core experiential activities, while the afternoons will include discussion periods, electives, and community sports. In the evenings, selected faculty members and guest lecturers will present, with the aid of films and slides, the core academic curriculum.

Core Academic

Ritual and Myth

This course will study the relationship between antique patterns of initiation and the meaning of contemporary education.

Patterns in Mythology

Creation stories of the world and of man taken from mythologies the world over will constitute a survey which intends to demonstrate the consistent human need for a cosmology.

Contemporary Mythology

Following the patterns of ancient mythologies, our contemporary world is examined to find the sources of a modern cosmology.

History of Western Mythology: A Survey of the Dominant Myths of Modern Western Culture

A series of discussion-lectures on central Western myths of Man and Nature since the 17th century.

Historical Background of Alternative Culture

A brief survey of those currents of history, beginning with the Age of Enlightenment, which led to the alienation and despair of artists of the early 20th century.

History of Alternative Culture

This course will be presented by several members of the staff and a number of guests, most of whom have lived as a part of the alternative culture.

The Problems of Aggression

This course, which deals essentially with the question of what we have to work with in making a world more peaceful and unified.

A Study in Spiritual Alternatives

This course will examine a basic system of ancient philosophy in an attempt to develop an awareness of the unities underlying the religious tenets of the world.

Contemporary Issues

This course will explore, through the use of films, discussions, and lectures, some areas of critical importance to contemporary man.

The Vision of Buckminster Fuller

This course is intended to present the life and work of a modern visionary, and to explore his ideas as a source of inspiration for addressing young minds to the world-scale problems of shelter, sustenance, and communication.

Core Experiential

Shelter

The relationship of man to his shelter is often completely lost in this age of specialization. Without knowledge of even the simplest materials, or the training to perform the simplest tasks of construction and repair, today's home owner is out of touch with his surroundings, a stranger in his own home. To experience one's competence in the simpler tasks, to feel the sense of a building erected through the cooperation of many hands, strengthens one's own productive capacity and builds bridges to thousands of people whose lives are meaningfully employed in such tasks.

Sustenance

The agricultural projects are designed to evoke a realization of one's power to produce, prepare, and provide the fundamental elements of survival nutrition. The farming practices of grains, vegetables, and livestock produce are central to the maintenance of all human life. The reawakening and exploration of the interdependence of man and his biological environment are the objectives of the agricultural experiences as the student encounters weather, machinery care, weeds, and harvest.

Communication

It is our belief that where experience is acquired with an eye to its communication, a heightened awareness is achieved. Vivid experiences become more meaningful and through communication become a part of the individual's instinctive reach for influence. Our contemporary technology has given us elaborate electronic visual and auditory techniques which extend our capabilities for communication. Photographic essays, slide shows, and films constitute art forms that permit vivid expression of feeling and image once reserved for an elite few.

Automobile

Maintenance and Repair

The gasoline engine will be explained from its energy sources, through its exchanges to final drive locomotion. The simplest kinds of difficulty will be demonstrated and each student will participate in the repair. Students will also learn techniques for the diagnosis of more complicated difficulties and participate in a complete engine overhaul. Some course time also will be given to discussion of alternative modes of transportation and the future of the internal combustion engine in relation to our environment.

Electives

The elective programs have been designed to introduce a wide range of possibilities for creative expression and human understanding. Therefore, the emphasis of the programs will be on exposure rather than extensive training and proficiency. Possibilities include:

Sculpture	Painting and Drawing	Natural History	Dance
Wood Working	The Techniques of Media	Female Identity	Concentration, Meditation, Contemplation

Off-Campus Electives

The student's actual experience of self and his environment will be extended to two one week off-campus trips chosen from a group of five:

Backpacking

Throughout the eight week period there will be numerous occasions for overnight and/or two day backpacking trips to the front range of the Rockies.

White Water River Trip

Particularly exciting stretches of water in the Utah, Colorado, and Wyoming areas will be chosen for an adventure that will combine one's needs for skills and courage and the knowledge that he must yield to larger forces of nature to achieve his ends.

Desert Experience

Approximately 75 miles into Utah is an area of desert that contains some of the most awesome scenery to be found in the United States.

Wyoming

A mountain ranch in northwest Wyoming has been chosen as a major part of the off campus elective program.

Pine Ridge Experience

Through various University of Colorado programs several members of the Boulder Valley Institute have worked with the Oglala Sioux of the Pine Ridge Indian Reservation in South Dakota.